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State Normal and Training School

BUFFALO, NEW YORK

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JUN 30 1930
UNIVERSITY OF ILLINOIS

CATALOG 1919-1920

The Buffalo State Normal and Training School

STATE NORMAL AND TRAINING SCHOOL

BUFFALO, NEW YORK

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JUN 30 1930
UNIVERSITY OF ILLINOIS

CATALOG 1919-1920

CALENDAR OF DAY SCHOOL

1919

Monday, July 7th, Summer Session opens.

Friday, August 15th, Summer Session closes.

Tuesday, September 2d, School of Practice (not Normal Department) opens.

Wednesday, September 10th, Normal Department opens.

Thursday, November 13th, examinations for first quarter begin.

Monday, November 17th, second quarter begins.

Wednesday, November 26th, at close of school session, Thanksgiving recess begins.

Monday, December 1st, work resumed.

Friday, December 19th, at close of school session, Christmas recess begins.

1920.

Monday, January 5th, work resumed.

Wednesday, January 27th, term examinations begin.

Monday, February 2d, second semester begins.

Thursday, April 1st, at close of school session, Easter recess begins.

Monday, April 12th, work resumed.

Thursday, April 15th, examinations for third quarter begin.

Monday, April 19th, fourth quarter begins.

Wednesday, June 16th, term examinations begin.

Sunday, June 20th, Baccalaureate Sunday.

Monday, June 21st, Class Day.

Tuesday, June 22nd, Commencement.

Monday, July 5th, Summer Session opens.

Friday, August 13th, Summer Session closes.

Meeting of the Board of Regents at the Buffalo State Normal School on Dedication and Installation Day, March 27, 1919. (From left to right—Regent Moore, Regent Byrne, Regent Bridgman, Regent Lord, Dr. Downing, Regent Elkus, Regent Alexander, Regent Moot, Dr. Finegan)

CALENDAR OF THE EVENING INDUSTRIAL TEACHER TRAINING CLASSES

1919

Thursday, September 18th, at 7.30 P. M., final date for registration.
Monday, October 6th, at 7.30 P. M., class work begins.
Wednesday, November 26th, at close of session, Thanksgiving recess begins.
Monday, December 1st, at 7.30 P. M., work resumed.
Friday, December 19th, at close of session, Christmas recess begins.

1920

Monday, January 5th, work resumed.
Friday, March 19th, evening sessions close.
Sunday, June 20, Baccalaureate Sunday.
Monday, June 21, Class Day.
Tuesday, June 22, Commencement.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University With Years When Terms Expire

1926 Pliny T. Sexton, LL.B., LL.D., Chancellor.....Palmyra
1927 Albert Vander Veer, M.D., M.A., Ph.D., LL.D., Vice-Chancellor.....Albany
1922 Chester S. Lord, M.A., LL.D.....Brooklyn
1930 William Nottingham, M.A., Ph.D., LL.D.....Syracuse
1921 Francis M. Carpenter.....Mount Kisco
1923 Abram I. Elkus, LL.B., D.C.L.....New York
1924 Adelbert Moot, LL.D.....Buffalo
1925 Charles B. Alexander, M.A., LL.B., LL.D., Litt.D.....Tuxedo
1919 John Moore, LL.D.....Elmira
1928 Walter Guest Kellogg, B.A., LL.D.....Ogdensburg
1920 James Byrne, B.A., LL.B., LL.D.....New York
1929 Herbert L. Bridgman, M. A.....Brooklyn

President of the University and Commissioner of Education
John H. Finley, M.A., LL.D., L.H.D.

Deputy Commissioner and Assistant Commissioner for Elementary Education
Thomas E. Finegan, M.A., Pd.D., LL.D.

Assistant Commissioner and Director of Professional Education
Augustus S. Downing, M.A., L.H.D., LL.D.

Assistant Commissioner for Secondary Education
Charles F. Wheelock, B.S., LL.D.

LOCAL BOARD OF MANAGERS

Mr. Edward H. Butler, President.....Buffalo
Hon. Henry W. Hill, Secretary and Treasurer.....Buffalo
Hon. George A. Davis.....Lancaster
Mr. Robert W. Pomeroy.....Buffalo
Mr. John M. Satterfield.....Buffalo
Mr. Walter Platt Cooke.....Buffalo
Mrs. Caroline Tripp Clement.....Buffalo
Mrs. Mary Gowans Kiepe.....Buffalo
Mr. Thomas B. Lockwood.....Buffalo

OFFICERS OF THE ALUMNI ASSOCIATION OF THE BUFFALO STATE NORMAL SCHOOL

John W. Greenwood.....President
Mrs. James E Shaw (Alice Hardy).....Vice-President
Dorothy Summey.....Secretary
Irene M. Lanning.....Treasurer

Directors

Caroline Smith.....1 year
Mrs. John R. Hague (Hattie B. Tanner).....1 year
Willard G. Welker.....1 year
Mrs. Eli A. Rhodes (Edna A. Lapp).....2 years
Mrs. A. S. Cadwallader (Laura Bachman).....2 years
Loretta M. Greenough.....3 years
William Mummery .....3 years

THE FACULTY

Harry W. Rockwell.....Principal
Brown, B. A.; Columbia, M. A.; New York University.

Normal Department

(Names arranged alphabetically)

Heads of Departments

Gertrude M. Bacon.....Superintendent of Practice Teaching
Graduate Buffalo State Normal; Columbia Summer School (seven sessions); University of Buffalo (extension work)

Charles B. Bradley.....Head of Art Department
Graduate Pratt Institute; Extension work in College of Fine Arts, Syracuse University; Cornell University; Teacher's College, Columbia University.

Louise M. Cassety.....Principal of Kindergarten Department
Graduate Buffalo State Normal; Teacher's College 1904-5.

Myrtle Viola Caudell.....Principal of Household Arts Department
Graduate Buffalo Training School; Graduate Drexel Institute; Teacher's College, B. S. and two summer sessions.

Helen G. Englebreck.....Head of History Department and Registrar
Elmira College, A. B.; Columbia Summer School

Oakley Furney.....Director of Evening Industrial Teacher Training
Graduate Brockport State Normal; University of Michigan, B.A.; N. Y. State College for Teachers, M.Pd.; Summer sessions at Stout Institute, Columbia and Mechanics Institute.

Ida L. Kempke.....Head of the English Department
Graduate Buffalo State Normal; University of Buffalo, Pd.B.; Extension work at Teacher's College (two sessions); City College, New York, Cornell, Harvard (four summers).

J. F. Phillippi.....Head of Mathematics Department
Graduate Fredonia Normal; Extension work at University of Buffalo.

Charles C. Root.....Head of Education Department
Michigan State Normal College, B.Pd.; University of Michigan, B.A.; University of Chicago, M.A.

ASSISTANTS

Elizabeth L. Bishop.....Science
Graduate Buffalo State Normal; Teacher's College (four sessions).

Alice A. Brigham.....Domestic Art
Graduate Buffalo State Normal; Columbia Summer School.

Georgina E. Chamot.....Domestic Art
Graduate Buffalo State Normal; Columbia Summer School (two sessions); Cornell Summer School (two sessions).

Susan Frances Chase.....Psychology
Graduate Quincy, Mass., Training School; University of Wisconsin, B.L.; Milton College, M.A.; University of Buffalo, Pd.D.; Extension work, Chicago, Cornell, Columbia and City College, New York.

Carol Cotton.....Health Supervisor
Graduate La Crosse, Wis., State Normal; University of Wisconsin, B.A.; La Crosse School of Physical Education.

Emily W. Dixson.....Assistant in Kindergarten Department
Graduate Buffalo State Normal.

Rosamond M. Dodge.....Music and Physical Training
Elmira College, B.S.; Cornell Summer School (three sessions).

Ruth Elliott Houston.....Physical Education
Western College, B.A.; Oberlin College, Department of Physical Education.

Bessie Johnson.....Nature Study and Elementary Science
University of Minnesota, B.A.; University of Minnesota Summer School (two sessions); Graduate work at University of Iowa.

Lilian Mary Lane.....English
University of Chicago, Ph.B.; Graduate work at Chicago and Columbia University.

Irene M. Lanning.....English
Graduate Buffalo State Normal; Teacher's College, Columbia University, B.S. and M.A.

Nina Legge.....Music
Graduate Cornell Music School.

Jennie Robson.....Arithmetic and Logic
Albany Normal College, Pd.B.

Mildred L. Sipp.....Methods in Household Arts
Graduate Buffalo State Normal; Teacher's College, Columbia University, B.S.

Elizabeth B. Small.....Reading and Phonetics
Graduate Buffalo Training School; Columbia Summer School.

Amelia Brown Sprague.....Drawing and Design
Cincinnati Art Academy; Pratt Institute; Summer sessions at New York University, University of Tennessee and Chicago.

Grace Viele.....Librarian
Smith College, B.L.; Graduate Buffalo State Normal; Columbia Summer School.

Frances Vinton Ward.....Household Arts
Boston University, B.A.; Extension work at M. I. T. and Wesleyan University. Summer sessions at Harvard, Teacher's College and Cornell. Graduate work at Cornell.

Frederic P. Woellner.....Pedagogy
University of Cincinnati, B.A.; Teacher's College, Cincinnati; Graduate work at University of Cincinnati and Teacher's College, Columbia.

Robert Woellner.....Vocational Department
Graduate Bradley Polytechnic Institute; Extension work at University of Cincinnati and Columbia.

The Faculty of the School of Practice

Gertrude M. Bacon.....Superintendent of Teaching

Lydie A. Chamot.....Teacher of French
Graduate Buffalo State Normal.

Helen M. Olmstead.....Critic Teacher Ninth Grade
Graduate Buffalo State Normal; Extension work University of Buffalo; Columbia Summer School.

Mary H. Fowler.....Critic Teacher Eighth Grade
Graduate Buffalo State Normal; Columbia Summer School.

Annie E. Davies.....Critic Teacher Seventh Grade
Graduate Buffalo State Normal; Extension work University of Buffalo; Columbia Summer School.

Lillian W. Walker.....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Harvard Summer School.

Stella O'Reilly.....Critic Teacher Fifth Grade
Graduate Buffalo State Normal; Harvard Summer School; Extension work D'Youville College.

Carrie Benson....Assistant Principal and Critic Teacher Fourth Grade
Graduate Oswego State Normal; Extension work University of Buffalo; Columbia University. Columbia Summer School.

Ella M. Smith.....Critic Teacher Third Grade
Graduate Buffalo State Normal; Columbia Summer School.

Theresa A. Roehsler.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Extension work University of Buffalo. Columbia Summer School.

Ernina S. Smith.....Critic Teacher First Grade and Assistant in Kindergarten Methods
Graduate Buffalo State Normal; Colorado College Summer School; Columbia Summer School (three sessions). Extension work University of Buffalo.

PRACTICE SCHOOL NO. 38

Helen Weis.....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Cornell Summer School.

Grace F. White.....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Music Supervisor's Course, New York University.

Edna R. Gardner.....Critic Teacher Fifth Grade
Graduate Buffalo State Normal; Columbia Summer School; Cornell Summer School.

Lina Gielow.....Critic Teacher Fifth Grade
Graduate Buffalo Training School; Columbia Summer School.

May Thirza Churchill.....Critic Teacher Fourth Grade
Graduate Buffalo State Normal; Cornell Summer School; Columbia Summer School. Extension work University of Buffalo.

Jennie Moss.....Critic Teacher Third Grade
Extension work University of Buffalo; Columbia Summer School (two sessions).

Minnie B. Laird.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Columbia Summer School.

Jane L. Ellis.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Elmira College (one semester); Cornell Summer School. Harvard Summer School.

Frances M. Rudell.....Critic Teacher First Grade
Graduate Buffalo Training School. Extension work University of Buffalo.

Sara Margaret Coonly.....Critic Teacher First Grade
Extension work University of Chicago; D'Youville College; University of Buffalo.

Clara A. Kreinheder.....Critic Teacher Kindergarten
Graduate Buffalo Training School; Columbia Summer School. Extension work University of Buffalo.

The Faculty of the Evening Industrial Teacher Training Classes

Oakley Furney, A.B., M.Pd.....Director
Joseph F. Phillippi.....Trade Analysis
Frederic P. Woellner, A.B.....Psychology and Methods
Robert Woellner.....Practice Teaching
Charles C. Root, B.Pd., A.B., M.A.....Practice Teaching
Charles B. Bradley.....Theory and History of Industrial Education
Helen Englebreck, A.B....Records and History of Industrial Education
Laura M. Weisner.....Trade Analysis
Mildred Sipp.....Methods

Extension Classes at Rochester

Verne A. Bird, A.B.....Methods and Practice Teaching
George M. Quackenbush.....Trade Analysis
Arthur H. N. Rogers.....Psychology and Methods
Frances H. Tomer.....Trade Analysis
Cecelia R. Carey.....Practice Teaching

Office Staff

Nellie P. Howland.....Secretary to the Principal
Margaret C. Gorman.....Stenographer

Cafeteria

Mabel Gilbert.....Manager

Janitorial Staff

Franklin H. Smith.....Janitor
William H. Greene.....Assistant Janitor

GENERAL INFORMATION CONCERNING THE SCHOOL

Appointments to New York State Normal Schools

On application to the principal of the Normal School, candidates will be supplied with a blank form which must be made out in duplicate, signed by the candidate and verified by the principal of the high school or other secondary institution, from which the candidate graduated. The application should then be *returned to the principal of the Normal School which the student desires to enter.* When countersigned by him and approved by the Commissioner of Education, it constitutes an appointment to the Normal School.

Candidates for admission to the vocational courses should apply in person to the principal of the school on the date of opening.

All students are expected to be present on the opening day of the school. Those not present when the school opens will be admitted only by special arrangement. On concurrence of the principals interested, students may, for cause, be transferred from one Normal School to another by the Commissioner of Education.

Tuition and use of text books, in all courses, are free to residents of the State of New York.

Residents of other States are admitted by special appointment of the Commissioner of Education, Albany, N. Y., but are required to pay in advance to the treasurer of the local board a tuition fee of $20 a term for nineteen weeks.

This fee covers tuition and use of text books.

Accessibility of The School

The school is located on the block bounded by Jersey, Fourteenth and York Streets and Normal Avenue, and is reached by Hoyt, Grant and Connecticut Street car lines. The numerous suburban electric and steam car lines which connect Buffalo with the surrounding country render it possible for many students who live at considerable distances from Buffalo to attend the school and reside at home. All railroads provide reduced rates for students.

The Building

The new school building has just been completed by the State. It is modern in every respect. It houses a grammar school and two kindergartens for practice teaching. There are laboratories for use in connection with the studies of Geography, Psychology, Biology, Physics, Chemistry and Vocational work. The Household Arts Department is provided with kitchens, sewing and millinery rooms, laundry, model bed, bath and dining rooms, as well as all needed store rooms, etc. The departments of Drawing, Music and Elocution have quarters specially fitted for their needs. The gymnasium is large, roomy and fitted with modern

The Kindergarten Department

Demonstration Lesson Before Evening Vocational Class in Demonstration Room

appliances. The auditorium of the building seats a thousand, and is provided with a stage, stereopticon equipment, moving picture machine, etc., for lecture and entertainment purposes.

Present Day Conditions And Demands in The Teaching Profession

It is a noteworthy fact that the radical enonomic changes incidental to the War have had a very marked effect on conditions in the teaching profession. Abnormally inflated commerical wages have attracted away from the work of teaching many young people who would otherwise be in the educational ranks. Teachers' salaries have by no means kept pace with the advance in compensation of most commercial positions. There is a resulting deficiency in the number of teachers absolutely needed in the State of New York. The number of students entering the Normal and Training Schools of our State outside of New York City, was eight hundred forty-seven last September, whereas normally it would be twice that number. In New York City there are now five hundred students in training in three Training schools in contrast with the usual two thousand two hundred or thereabouts of students enrolled. Within the next year or two, there will be a very sharp demand for trained teachers, which in all probability, cannot be supplied. The operation of the fundamental law of supply and demand will force salaries in the teaching profession to rise, and give this great class of professional workers rewards which will more adequately compensate them for the long period of preparation and exacting service required.

We believe that young people who desire to render this important form of public service should decide to enter upon this preparation only after deliberation and thorough self-examination. Unless they are physically and temperamentally fitted for this work they will not only find themselves unhappy in it, but also through their incompetence, they will work disaster in the lives of children confided to their care. A real love for teaching based on a genuine love of children, reasonable intellectual ability and good health, are the minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make such a success of teaching as will give that life satisfaction which professional service should bring. A Normal School cannot really create these natural qualifications any more than it can create personality. It can, however, hope to inspire and more efficiently train candidates who have reasonable qualifications and it can also by careful discrimination adapt students to the type of work in the educational field for which they seem to be best fitted. To perform this important function efficiently is the earnest hope of all who are associated in the work of the Buffalo State Normal School, and we cordially welcome all properly qualified candidates who seek to share in its life and advantages.

Student Committee

All questions relating to the welfare of students away from home are referred to the Student Committee, which is composed of members of the school faculty. All rooms offered to the students, through the school, are inspected and certified or rejected by this committee, whose desire it is to surround students who are away from home with every helpful influence. Prospective students desiring assistance in obtaining rooms or board should address the Chairman of Student Committee, State Normal School, Buffalo, N. Y.

Expenses and Boarding Places

The school is located in the midst of comfortable homes, many of which offer rooms to students from outside the city. Board and room, (two occupying a room) including light and heat, may ordinarily be had at from $6 and upward per week, and in some cases the use of the laundry is included. Rooms (two occupying a room), with privilege of using the kitchen, may be secured at from $2 to $4 a week by those who wish to board themselves.

There are also opportunities for students to meet a part or all their boarding expenses by assisting in the homes where they are stopping.

Applicants who wish to take advantage of such opportunities for self-help would do well to write to the Student Committee *a full statement as to their ability in different lines of house or other work.* It also would be well to send references and a small photograph.

The faculty and all concerned with the administration of the affairs of the school wish it understood that it is possible for anyone with proper mental equipment and determination to successfully pursue the courses of study and graduate from the school.

The Alumni Association

This association numbers about 3,300. It co-operates with the school authorities in all matters tending to the welfare of the school. It also holds an annual meeting and banquet at the close of each school year and tenders a reception to the Senior Class during the spring semester.

Alumni Aid to Students

For the purpose of aiding worthy students who, for financial reasons, are unable, without assistance, to continue their work and graduate, a Students' Loan Fund has been formed by the Alumni Association and is available under conditions which provide for its safety and its equable distribution.

Visitors

The Buffalo State Normal School is always open to the public. School officials seeking teachers are invited to come and observe students at their work. An invitation is also extended to parents and friends of students to visit the school and see the method of its daily operation.

Buffalo as an Educational Center

Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field the Normal School, the University of Buffalo and the City Department of Education offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. An indication of how thoroughly alive are the citizens of Buffalo to the legitimate demands of educational progress is to be found in the fact that they recently voted eight million dollars for the construction and equipment of twelve Intermediate schools. In addition to these lectures, the Society of Natural Science, the Historical Association and other civic educational bodies, provide frequent lectures. The Libraries of the city contain thousands of volumes which are free to all students of the school and offer the best of facilities for research and study.

In the Fine Arts, Buffalo has shown a commendable interest. There exists in this city an unusual appreciation of Music. Numerous musical organizations, among which may be named the Chromatic Club, the Philharmonic Society, the Clef Club and others, help to sustain and encourage a wholesome musical interest in the city. Practically all the leading metropolitan artists are brought here for concert work and appear at the Elmwood Music Hall or the Auditorium. During winter months, the best organists of our country and Canada give free recitals on Sunday afternoons at these halls. These recitals are frequently varied by the appearance of excellent orchestras. The expense of these presentations is provided for by special appropriation of the city government.

In the field of Art, Buffalo offers the advantages of the Albright Art Gallery, one of the finest in the United States which is free on several days of the week and besides the permanent exhibits, there are annually brought to the gallery exhibitions of the best contemporaneous work in painting and allied fields of art.

For the study of the Drama the school offers its own Dramatic Club to those students who show certain capacities which are considered necessary for membership. Certain of the local theatres also present practically all the metropolitan successes in the dramatic field.

In every way consistent with the main purpose of the school the Faculty encourages the social life of students. Numerous receptions are held during the year under proper chaperonage. There are several organizations also which contribute to the literary and social welfare of student life. Among these are the Y. W. C. A., three sororities, the Browsing Club, the Dramatic Club and the Faculty-Student Council. Neighboring churches are most cordial in their attention to out-of-town students and in several of them Bible classes are formed for Normal School students.

REQUIREMENTS FOR ADMISSION TO THE VARIOUS CURRICULA

I

General Normal or Elementary Teachers—Primary-Kindergarten and Kindergarten

Age. Candidates must be at least sixteen years of age.

Scholarship. Candidates must present a high school diploma or its equivalent, to be approved by the Commissioner of Education, covering the curriculum prescribed for entrance to Normal Schools.

Where the term "period" appears in admission requirements for any course, it means a recitation period of not less than forty-five minutes and the number of periods is based on a school year of thirty-eight weeks.

The minimum requirements for such a preparatory course of study must include the following:

	Periods
English: (13 Regents counts)	494
Historys Must include the three following courses:	
American History (High School Grade), with the development of Civic Institutions (5 counts)	152
Ancient History (3 or 5 counts)	114
History of Great Britain and Ireland (3 or 5 counts)	114
Modern History I and II will be accepted in the place of Ancient History and History of Great Britain and Ireland (3 counts each)	
Mathematics: The Course in mathematics must include:	
Algebra (through quadratics) (5 counts)	190
Plane Geometry (5 counts)	190
Science: The course in science must embrace:	
Physics or Chemistry (5 counts)	190
And one of the following combinations:	
(a) Biology (including human physiology) (5 counts)	190
or	
(b) Physiology with botany or zoology (2½ counts each)	190
The laboratory method of teaching these subjects is prescribed.	

(Applicants who may not have had all of the required sciences but who may have had physical geography or other sciences should note this on their application so that their cases may be given consideration).

Foreign Languages: The course in foreign languages must include:

	Periods
Two full years of Latin or French or German (10 Regents counts)	380

(Applicants who have had more than the required amount of foreign language, but who may lack Ancient or English History from the History group, should make a note of it on their application blank so that the case may be given consideration).

DRAWING: The course in drawing must provide adequate instruction in lines laid down in the Academic Syllabus (6 Regents counts) 228

VOCAL MUSIC: The course in vocal music must provide adequate instruction in sight singing from the staff and the use of common technical terms 152

NOTICE TO STUDENTS WHO LACK MORE THAN ONE OF THE SUBJECTS REQUIRED FOR ENTRANCE

Applicants for admission to the Elementary Teachers', Kindergarten-Primary or Kindergarten courses who may lack more than one subject in the following group of the entrance requirements:

English	History	Mathematics
Science	Foreign Language	

or in one subject of the above groups and both Music and Drawing, will be admitted only by special permission of the School Authorities.

Such candidates, on applying for entrance, should bring with them their records in the Secondary Institutions from which they come and these records should include a list of all subjects pursued, number of forty-minute periods devoted to each and the standings attained.

They should also bring with them letters of recommendation from the Principals of the schools from which they come.

ENTRANCE ON SPECIAL CONSIDERATION

Applicable only to Elementary Teachers' Curriculum except by special arrangements with the Authorities of the School.

a. Candidates, twenty-one years of age, who have had two years of high school work or its equivalent, and in addition thereto have taught two years, will be admitted to the Normal School with the understanding that they must complete the minimum high-school course of study in addition to the professional curriculum before they shall be graduated.

b. Graduates of training classes who entered the class upon a high school diploma covering the minimum approved high-school course of study and who have taught one year since graduation from the training class may complete the professional curriculum in the Normal School in one year if they possess the required aptitude for training.

c. Those who hold first grade certificates may be graduated in one and one-half years, provided (1) they are high-school graduates; (2) they have studied the subjects of the approved course of study; (3) they possess the necessary aptitude for study and training.

d. Those holding the life State Certificate or those who have completed one year's work in an approved college may be graduated in one year.

e. Candidates for admission to any special course in a State normal school must present such evidence of education and experience as shall satisfy the President of the University that such candidate is competent to enter upon the work of such course.

Household Arts

Candidates for admission to the Household Arts Department must be at least eighteen years of age; must have been graduated from a high school or school of equal rank approved by the New York State Education Department and must have received school credits for the subjects named under the requirements for admission to the Elementary Teachers', Primary-Kindergarten and Kindergarten Curricula given above except that the requirement under Drawing is limited to one year of Representation and one year of Design and the Vocal music requirement is waived. Physics and Biology are the science subjects recommended for admission to the Household Arts Department.

Conditioned Students in Household Arts Department

Applicants who are graduates of high schools but who may be deficient in not more than one of the given requirements (except Physics and Biology) will be admitted with the understanding that they must make up the subjects before graduation.

Privileges Bestowed with a New York State Normal School Diploma

A diploma from any of the curricula shown below is a life license to teach the subjects indicated in any public school in New York State, provided that local requirements are complied with:

1. Elementary Teachers' Curriculum.—Valid in any public school in the State.
2. Kindergarten-Primary Curriculum.—Valid in any public kindergarten or the first six grades of public schools of the State.
3. Kindergarten Curriculum.—Valid in any public kindergarten in the State.
4. Vocational Curriculum.—Valid in any class, in the trade for which the diploma is granted, in any public vocational or trade school in the State.
5. Household Arts Curriculum.—Valid in any class in domestic science or domestic art in any public school in the State.

I

ELEMENTARY TEACHERS' (GENERAL NORMAL)

(Two Years)

	Periods
Psychology	100
History of education and principles of teaching	100
School economy	40
Methods of primary reading, spelling and phonics	100
Methods of language, grammar and composition	100
Methods of literature	100
Methods of vocal music	120
Methods of arithmetic and algebra	120
Methods of American history	80
Methods of drawing and elementary handwork	160
Logic and forensics	80
Methods of geography	100
Methods of nature study and elementary science	100
Methods of manual training or household arts*	160
Methods of penmanship	40
Methods of physical training	120
Observation and practice	600

*In cooking classes all students are required to wear plain white tailored waists and large white aprons. In manual training classes heavy work aprons of suitable material are required.

II

KINDERGARTEN-PRIMARY

(Two and one-half years)

	Periods
Psychology	100
History of education and principles of teaching	100
Methods of vocal music	60
Methods of arithmetic	80
Methods of United States history	40
Methods of drawing and handwork	160
Logic and forensics	80
Methods of geography	100
Methods of reading, spelling, phonics, language	100
Methods of nature study and elementary science	100
Methods of penmanship	40
Methods of physical training	120
English, voice training, children's literature, story-telling	100
Songs and games	100
Mother play, gifts, occupations	160
Program of kindergarten procedure	40
Observation and practice	580

III

KINDERGARTEN

(Two years)

	Periods
Logic	80
English—reading, spelling, phonics and voice training	80
Elementary science and nature study	200
Drawing	140
Methods of penmanship	40
Physical training	120
Music	40
Psychology	100
History of education and principles of teaching	100
English—voice training, children's literature, story-telling	120
Songs and games	120
Mother play, gifts and occupations	180
Principles of education, with special reference to kindergarten	60
Program of kindergarten procedure	60
Observation and practice	560

OUTLINE OF COURSES

EDUCATION DEPARTMENT

Charles C. Root, *Head*

Susan F Chase Frederic P. Woellner

The department of education includes the courses in elementary and educational psychology and the several courses in education outlined below. This work is required of all students in the school but the differentiated courses are to meet the special needs of the kindergarten and household arts departments. Because of the limited time allotment, the choice of subject matter is confined to those topics which are most closely related to teacher training. An effort is made at all times to correlate the work of this department with actual school conditions and with the work of the school of practice.

Psychology I

Psychology and Hygiene of School Children—Dr. Chase.

The aim of this course is two-fold. First—a survey of fundamental principles from the genetic standpoint. Emphasis will be upon instinctive responses and characteristics of the child at various ages as the basis for a more detailed study of mind processes. Second—the study of physical measurements and tests and of such physical conditions as inter-

Reading Room of the Edward H. Butler Library

Class in Dressmaking

Types of Clothing in Household Arts Department

fere with mental growth and control. Clinic demonstrations will be accompanied by lectures on eye, ear and throat diseases, speech defects and nervous conditions common among school children.

Betts, "The Mind and Its Education"; Pyle, "The Science of Human Nature"; and Terman, "The Hygiene of the School Child," furnish the basis for this course.

Required of all students five periods for ten weeks.....50 periods

Psychology II

Educational Psychology—Dr. Chase

Principles of psychology given in Course I will be worked out in Course II in practical application to the subject matter studied in the grades as well as to the problems of individual differences as determined by mental and physical tests. Emphasis will be placed upon the psychology of the learning process from the standpoint of the individual and the group.

This course will be supplemented by laboratory demonstrations. The materials of this course are selected from such works as Thorndike's Educational Psychology; Freeman's "How Children Learn" and "The Psychology of the Common Branches."

Required of all students five periods for ten weeks.....50 periods

Education I

Introduction to Education—Mr. Root and Mr. Woellner

This is intended primarily as an orienting course which will acquaint the student with the differences between the various types of teaching service. A brief survey of the most important present-day problems in education will be made.

Topics included are:

1. Forms of school organization.
2. The aim of education, the function of the school and of the teacher.
3. The choice of subject matter and the curriculum.
4. Certain conflicting principles.

The historical viewpoint will be taken in the consideration of these problems. The course is intended to give a perspective of the field of education as a prelude to the more detailed courses which follow. Students are referred to Judd's Introduction to the Scientific Study of Education for their reading on various topics.

Required of General Normal and Kindergarten students three periods per week for ten weeks.....30 periods

Education II

Principles and Types of Teaching—Mr. Root and Mr. Woellner.

This course deals with the fundamental principles of teaching, including the orginal nature of the child; the relation of physical education to mental development; the laws of apperception, interest, association and habit formation, attention, individual differences; and the various types of teaching, organization of subject matter and lesson planning and teaching pupils how to study.

Strayer's Teaching Process and Strayer and Norsworthy's How to Teach form the basis of this course. Thorndike's Principles of Teaching furnishes supplementary material.

Required of General Normal and Kindergarten students three periods per week for ten weeks.....30 periods

Education III

School Economy—Mr. Root and Mr. Woellner.

The course consists of a study of the problems of school management, e. g., grading pupils, organizing courses of study, making daily programs, opening exercises, proper use of incentives and penalties, marking systems, pupil progress, reports to parents and other required reports, school sanitation, etc. Bennett's School Efficiency will be used as the basis of the course but various texts on school discipline and management will be used as supplementary material. Students taking this course observe in the school of practice or attend demonstration lessons three times per week. Observations are followed by discussion of the lessons. The aim is to correlate the work of the Normal and Practice departments and prepare for the practice teaching of the senior year.

Required of General Normal students:

School Economy two periods a week for twenty weeks.....40 periods
Observation and Discussion.....200 periods

Education IV

History and Principles of Education—Mr. Root and Mr. Woellner.

This is intended primarily as a summarizing or integrating course to give the student a genetic and unified view of the whole subject of education. The evolution of educational theory and its relation to social conditions and school practices will form the main content of the course. The principal emphasis will be placed on the development of elementary education beginning with the medieval background. Great movements will be stressed and Comenius, Rosseau, Pestalozzi, Herbart, Froebel, et al., will be treated with reference to the movement to which they have contributed. The developments of the last half century will be emphasized more than earlier periods. Readings are selected from Par-

ker's History of Elementary Education, Grave's Student's History of Education and from various other sources.

Required of all General Normal seniors five periods per week for ten weeks..... .....50 periods

H. A. Education I

Mr. Root or Dr. Chase.

This is essentially an adaptation of Education II to the needs of the household arts department.

Required in Junior year five periods per week for ten weeks.50 periods

H. A. Education II

Mr. Root or Dr. Chase.

Education IV, above, is modified to some extent. Special attention is given to the growth of industrial and household arts education.

Required in Junior year five periods per week for ten weeks.50 periods

Kindergarten Education

Mr. Root.

The students of the Kindergarten course do all their required work in Education in the Junior year. Courses I and II correspond to General Courses I and II (above) with some modification. Course III is the equivalent of Education IV with emphasis on the developments of the kindergarten movement.

ENGLISH DEPARTMENT

Miss Kempke, *Head of Department.*

Miss Lane, Miss Robson, Miss Lanning,
Miss Small, *Assistants.*

The specific aim of this department is to help students acquire right habits in oral and written language, and to lead them to an appreciation of the social value of such mastery before undertaking to teach English in the elementary school.

Oral expression is stressed in all phases of the work. The free and informal discussions that characterize modern class room methods offer fruitful opportunities for improvement in the use of the mother tongue and in the orderly thinking and arrangement of ideas. Certain definite standards of correctness are likewise set up in the written work. The co-operative spirit that prevails in all departments of the school is a valuable factor in the students' improvement in English.

In order to maintain a high standard throughout the school, no student is permitted to teach in the Practice Department, whose English is char-

acterized by slovenly enunciation, inaccurate pronunciation, or, by a disregard of established forms in speech or in writing. A special course, which carries no credits, is arranged for these students, who remain in the class until satisfactory evidence is established that the defects have been remedied.

ENGLISH

ENGLISH I. Methods of Reading and Spelling. *Required of General Normal and Kindergarten students in the Junior year.....50 periods*

Miss Kempke and Miss Lanning.

This course comprehends Methods of Reading and Spelling. It aims to instruct students in the art of adapting their instruction in the English branches to the needs of the primary grades. Material is selected and organized according to principles based on a knowledge of the instincts and capacities of children. The work in primary reading is considered from these points of view: aim; material; hygiene, psychological and pedagogical aspects; evolution of method; characteristics of a sound method; silent and oral reading; recent laboratory experimentation; etc. The work in spelling covers these points: psychology of spelling; economy in teaching; the spelling vocabulary; etc.

The course is based on the following books; The Child and the Curriculum, Dewey; Psychology and Pedagogy of Reading, Huey; The Teaching of English, Chubb; The Teaching of Spelling, Suzzalo; The Normal Child and Primary Education, Gesell.

ENGLISH II. Reading, Phonetics and Dramatization. *Required of General Normal, Kindergarten and Household Arts Students in the Junior year.....50 periods*

Miss Small.

The work in reading aims to teach the students how to read to children in an intelligent, natural, and convincing manner. The purpose of the phonetic study is to give the correct method of producing the standard English sounds as a means of developing a clean-cut enunciation, correct pronunciation, and an effective class-room voice. Dramatization is introduced to show how imagination, poise, and the power of expression are developed in children by the right training of their dramatic instincts.

Reference texts: The Sounds of English, Henry Sweet; The Sounds of spoken English, Walter Ripman; English Pronouncing Dictionary, Daniel Jones; Interpretation of the Printed Page, S. H. Clark.

ENGLISH III. Methods of Language and Grammar. *Required of General Normal Students in Junior year.....50 periods*

Miss Lane, and Miss Lanning.

This course covers methods applied to the teaching of diction, letter writing, the paragraph, outline and the four forms of discourse. Consideration of class criticism, socializing English and the use of new materials in teaching Oral English is included. Observation and examination of the Composition work of the Practice School is emphasized.

Texts: Effective English, Claxton and McGinnis; First Book of Composition, Briggs and McKinney; Everyday English, Bolenius.

ENGLISH IV. Methods of English Grammar. *Required of General Normal Students in Junior year*.....50 *periods*

Miss Lane and Miss Lanning.

This course involves a review of grammar in order that a mastery of the subject matter may precede the work in method. Class room discussions, reports, and practice lessons taught by the students give opportunity for judging the economical and effective class room presentations of grammar, and the relation of the teaching of grammar in the grades to the right formation of language habits.

Texts: Essentials of English, Pearson and Kirchwey; Language Series, McFadden; Modern English, Emerson-Bender.

ENGLISH V. Literature for Children. *Required of Kindergarten and General Normal Students in Junior year*.....50 *periods*

Miss Lane.

This is chiefly a reading course, the first need of the prospective teacher being an actual knowledge of the principal material in English and world literature which is suitable for use in the elementary school. The reading of the literature itself is supplemented in class by discussion of the principles underlying the selection of literature for children and the treatment of the selected material. There is also some practical work, such as story-telling and the planning of balanced courses in literature for different grades. The latter work, however, is suggestive rather than prescriptive, the aim being not so much to supply the teacher with specific devices and courses of study as to establish standards and develop the power of independent judgment.

ENGLISH VI. Literature for Advanced Grades. *Required of General Normal Students in the Senior year*.....50 *periods*

Miss Kempke and Miss Lane.

This course includes a survey of the Literature taught in the advanced grades. Discussions center on these topics: interests and needs of children of grammar grade age; suitable material; methods of treatment; contemporary authors; outside reading; the teachers' systematic reading to the class; etc. In addition there is much parallel reading of matter that will give the students a wider horizon and supplement their knowledge of the masterpieces chosen for study. This closer acquaintance with

a few specimens of standard literature will, it is hoped, equip them with a more vital appreciation of the power of literature in the education of children.

The text books used are Halleck's English Literature, and Newcomer-Andrew's Twelve Centuries of English Poetry and Prose.

ENGLISH VII. Forensics. *Required of General Normal and Kindergarten students during the Junior year.....40 periods*

Miss Lanning and Miss Small.

This course aims to give the student definite standards which coincide with the vocational and civic importance of the ability to speak and to gain from the study effective expression of his ideas and feelings which have become a part of experience either real or imaginary. Practical parliamentary procedure is given through the organization of the class. Standard speeches together with those of the students are approached from several points of view, both physical and mental, as a truer basis for criticism. Debates upon important topics of the times form a definite part of the work. Materials: The Making of Arguments, Gardiner; Practical Argumentation, Pattee; The Art of Debating, Thomas; Argumentation and Debating, Foster; Effective English, Claxton and McGinnis; Current Periodicals; Newspapers.

ENGLISH VIII. Logic. *Required of General Normal students in the Senior year and of the Kindergarten students in the Junior year .....40 periods*

Miss Robson.

Special attention is given to the application of inductive and of deductive reasoning to methods of teaching; rules for division and classification; nature and kinds of judgments; fallacies in reasoning, to what due; a study of the logic of Science. Clearness, accuracy, and conciseness in the use of English are emphasized.

HOUSEHOLD ENGLISH. *Required of Household Arts students in the Junior year.....50 periods*

Miss Robson.

This course is planned to allow the students to gain power in oral and written self-expression, also to read appropriate material for cultural purposes. The written work consists largely of letters and other business forms. Students are required to prepare articles for daily or monthly issues, which convey accurate information based on scientific principles, but written in such a form as to be interesting to the layman. In the oral work, current topics are studied for the practice allowed in explanation. One long oral theme is required of each student to test her ability to organize ideas and to express these clearly before an audience.

Special English. Three Periods a week. Miss Kempke.

This course is planned to meet the needs of those students whose speech habits are found conspicuously defective; also of those whose written English fails to show a mastery of fundamentals. The classes are usually small enough to enable the teacher to deal with the individual faults of each student. No credits are given.

MUSIC

Miss Legge and Miss Dodge.

The specific aim of this course is to train students to effectually teach Public School Music. The general aims are: To develop in the student good tonal conditions, a love of good music, skill in sight reading and the use of music material.

Music I.

Careful study is made of the care and development of the child voice, training of tone-deaf children, development of tone and rhythm, the learning and teaching of rote songs, reading and writing simple tonal groups. Detailed study is made of the methods of presenting primary music, and sight reading is studied in application to the child, and conducting and leadership as applied to grade music.

Required of General Normal Juniors three periods a week, forty weeks.....120 periods

Music II—Kindergarten

Vocal training the same as in Music I but the methods work consists in the careful study of suitable material and types of songs as used in the Kindergarten.

Textbooks used are Dann's Musical Dictation, Dann's First, Second, Third and Fourth Year Music.

Required of Kindergarten Juniors three periods a week, forty weeks.....120 periods

MATHEMATICS DEPARTMENT

J. F. Phillippi, *Head.* Miss Robson, *Assistant.*

Arithmetic: The course in arithmetic begins with a discussion of the conception of number, the number combinations in the four fundamental operations and their relation to each other. The importance of drill, until these operations become automatic is shown to be of utmost importance. The idea of a part of a whole, represented by a common fraction, decimal fraction, or percent is discussed, Denominate numbers involved in the problems of every-day life are reviewed. The application of the above topics to problems which grow out of discussions concerning business transactions among people and to problems arising from

the study of projects is made a part of the class work. Students are called upon from time to time to give a type lesson in class on some topic to illustrate methods of teaching.

References—Klapper, Smith. Text—Milne's N. Y. State.

Required four periods per week for twenty weeks of all General Normal students.....80 periods

Mr. Phillippi Miss Robson

HOUSEHOLD ARITHMETIC: This course is designed to meet the needs of those who expect to teach domestic science. The four fundamental operations in whole numbers, common and decimal fractions and percentage, denominate numbers and problems involving them are reviewed. In this review considerable reference to the application of the above-mentioned topics is made, especially to those problems found in connection with buying household materials. Keeping expense accounts and the business of the individual with banks are discussed.

Required five periods per week for ten weeks in Junior year of all Household Arts students.....50 periods

Mr. Phillippi

ALGEBRA: This course is designed to meet the needs of those who expect to teach elementary algebra and to give teachers of arithmetic a better grasp of their subject. Subject matter, where necessary, is reviewed and methods of presenting the four fundamental operations are given. Since the equation is the chief topic to be considered, and since this may involve whole numbers, fractions, and radicals, special emphasis is laid on the four fundamental operations in whole numbers, fractions, and radicals. The use of the equation and the formula in the solution of problems is especially stressed. The graph is taught both in its relation to the equation and to the recording of data.

Text—Milne's Standard. Mr. Phillippi.

Required four periods per week for ten weeks of all General Normal students .....*40* periods

METHODS IN UNITED STATES HISTORY

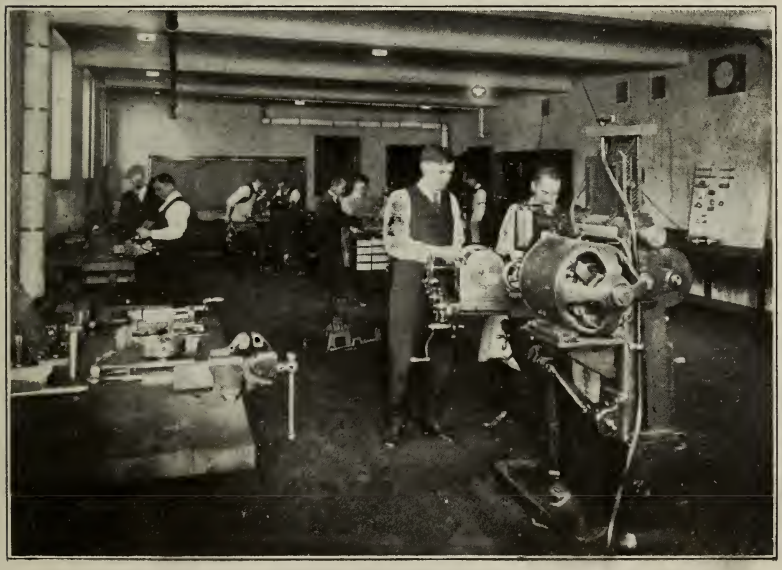
Helen G. Englebreck (*Head*)

The first part of this course aims to cover a rapid review of American History, placing particular emphasis upon broad general topics, such as: The effect of Geographical features upon the History of America; the connection between European and American History; the development of the thirteen colonies and their growth into a political union; the financial question; the growth of political parties; our relations with foreign countries; the tariff question; territorial growth; the slavery question and a survey of social and economic problems down to the present day.

Household Chemistry Laboratory

Laundry Laboratory

The Woodworking Shop



The Machine Shop

The second part of the course takes up the methods of teaching the subject with discussions upon the following: The Educational Value of History; Sources of Information; Choice and Organization of Historical facts; Aims in the teaching of History. with general methods for each of the various grades.

Required of General Normal Seniors four periods a week for one semester.....80 periods

ART DEPARTMENT

Charles B. Bradley, *Head* Amelia B. Sprague, *Assistant*

The art instruction aims to develop appreciation for the beautiful and the power to produce beautiful things through the cultivation of observation, visualization, judgment and facility of expression in representation. design, and construction. Drawing methods aim to make clear the reasonable standards, and demonstrate suitable methods of teaching children of various ages.

Drawing I

Mr Bradley and Miss Spragne

A course covering the most important phases of elementary art education with emphasis on the study of form and arrangement, and the practical application of the priniciples of art in various phases of school life. Nature drawing in pencil, crayon, and water color, lettering, principles of design, principles of perspective and proportion in the representation of common objects, illustrative drawing and composition, black board drawing, and paper construction.

Juniors in Elementary Teachers' Curriculum five periods per week for twenty weeks.....100 periods

Drawing II and Industrial Arts

Miss Sprague and Mr. Bradley

A course designed to develop intelligent appreciation of art in the school, the community, and the home, and to improve the technique through practice in drawing. Color theory and its application to everyday life; the study of pictures to develop a picture sense; design as applied to construction and decoration; elementary principles of mechanical drawing; types of handwork suitable for the elementary school: Participation in significant experiences connected with the transformation of typical raw materials aims to develop appreciation of the art element in creative work. Construction work in paper, wood, clay, cement, textiles, leather, and basketry.

Seniors in Elementary Teachers' curriculum, five periods per week for twenty weeks.....100 periods

Drawing III

Miss Sprague

This course aims to cover the most important phases of elementary art education with emphasis on the study of form and arrangement and the practical application of the principles of art in various phases of school life. Nature drawing in pencil, crayon, and water color, lettering, principles of perspective and proportion in the representation of common objects, paper construction, blackboard drawing, and special emphasis on illustrative drawing and composition.

Junior Kindergarten and Kindergarten-Primary students four periods per week for twenty weeks.....80 periods

Drawing IV

Miss Sprague

This course aims to develop intelligent appreciation of what is in good taste in the objects that surround one in the school, the home, and the community. To develop the ability to use drawing readily as a mode of expression through practice in drawing simple objects and life forms. Color theory and its application to school problems and to everyday life. Picture study to gain a knowledge of picture language and an appreciation of good pictures. Design as applied to language, geography, history, etc.

Senior Kindergarten and Kindergarten-Primary students, four periods per week for twenty weeks.....80 periods

Design I—Miss Sprague

Through the study of the fundamental principles which govern all design, this course aims to develop a taste for refined and harmonious design and color, make clear the relation between form and function, and to develop some degree of skill in producing good arrangement. Nature drawing, color study, principles of design, lettering and applied work.

Freshmen Household Arts students, ten periods weekly, ten weeks .....100 periods

Design II—Miss Sprague

This course is planned to help establish in the minds of students a sensible, well-balanced attitude toward dress, to help give them a standard by which to judge between good and poor design in dress, and to enable them to make an artistic ideal a common factor of everyday life. Proportion and relation of elements, good spacing in the design of garments, color theory and application to dress, hair dressing, hats and hat trimmings, standardization, and historic costumes.

Junior Household Arts students, ten periods weekly, ten weeks .....100 periods

Design III—Miss Sprague

The work aims to develop an appreciation of what is right, appropriate and in good taste in interior decoration, with the power to apply this knowledge in the selection and arrangement of the furnishings of a simple home.

Through the study of historic periods, design in relation to furniture is studied. Emphasis is placed on an appreciation of the value of color in its application to wall surfaces, draperies, pictures, and other objects.

Senior Household Arts students, ten periods weekly, ten weeks ..... 100 periods

GEOGRAPHY

This course is based on the study of the earth as the home of man. The topics considered are: The earth as a planet; the structure of the earth; environment as a determining factor of life on the earth with special reference to its effect on the development of human life; natural resources and industries, and their relation to the growth of cities and trade centers.

In the handling of this course the problem-solving method predominates. The subject matter is presented to the students in a manner similar to that used in the grades of the school of practice.

Required of General Normal and Kindergarten-Primary students, five periods per week for twenty weeks..... 100 periods

NATURE STUDY

Miss Johnson

Since the aim of this course is to obtain first hand acquaintance with out-of-door nature, the class work will be conducted out-of-doors whenever the weather permits. The campus with its thirty-one kinds of trees and shrubs affords excellent opportunities for tree study. The identification of trees and wild plants is emphasized in the fall while bird study and insect study are emphasized in the spring. Suggestions are given as to the care of Nature Study material which may be introduced into the schoolroom.

Colored slides loaned by the State Visual Instruction Department and slides owned by the Normal School are used as aids in this course. As a reference text, Mrs. Comstock's "Hand Book of Nature Study" is used.

Required of all students for five periods per week (with field trips) for ten weeks..... 50 periods

PHYSIOLOGY

Miss Bishop

An elementary study of the structure, activities and functions of the human body. The kinds of work done by the human mechanism, with

the machinery for each. Glands and muscles as typical manufacturing organs. The interrelations of organs. Purpose and mechanism of digestion, absorption, circulation, respiration, utilization of foods by the cells, formation and removal of wastes. Co-ordination of the working units by the nervous system.

Reproduction as a race function. Personal hygiene. Adolescence as a problem for the teacher.

Required of all students, five periods a week for ten weeks..50 periods

ELEMENTARY SCIENCE

The main purpose of this course is to give prospective teachers the most recent information on physiology, hygiene and sanitation, and to suggest appropriate methods of presenting these subjects in the schools. Some of the topics emphasized are: communicable diseases, the work of a city health department, the responsibility of the teacher for the physical welfare of the child, the development of proper health habits, a thorough study of the vital processes and their relation to health. This course is carefully co-ordinated with the health instruction and the work of the physical education department. Some attention is also given to the State and Federal campaign for education in social hygiene. Instruction is amply supplemented by physiological models, lantern slides and moving pictures.

Required of all students five periods a week for ten weeks..50 periods

PENMANSHIP

Mr. Woellner

No one particular system of penmanship is taught in this course. A close analysis of the various systems employed in Western New York, develops sufficient insight into the general problem of teaching pupils to write and to write well, as to provide a working knowledge of any system or the ability to devise one where no special system is required.

The problem of the left-handed child, grading by scientific scales, the physical basis of the writing act and what general theory of education can be pertinently related to teaching of this particular subject, is approached inductively and in the order of their appearance.

A detailed plan for improving the prospective teachers' work at the board as well as at the desk is followed through the course.

Text—"Penmanship—A Brief Course."

Required of all students, four periods a week, for ten weeks.40 periods

DEPARTMENT OF PHYSICAL EDUCATION

Miss Houston and Miss Dodge

The courses are designed not only to acquaint the student with the principles underlying the teaching of Physical Education in the elemen-

tary schools, but also to develop keener mental and physical powers through exercise and recreation and to inculcate habits of correct living. Preparation is required in all courses; the work is graded and credited as in other subjects.

The regulation gymnasium costume consists of an all-white middy blouse, black bloomers, black stockings, and gymnasium shoes. Bloomers may be secured at the school, where special prices are given to the students. The gymnasium is equipped with dressing rooms, lockers, and shower baths. Students furnish their own towels and soap.

Physical Education I—Miss Houston and Miss Dodge.

Four periods a week for one semester. Required of all Juniors.

(a) A text book and lecture course two periods weekly in the class room. During the first half of the semester emphasis is placed upon correct posture in respect to its physiological and anatomical basis, establishment and maintenance, deviations from the normal and remedies which the class room teacher can apply.

In the second half of the semester stress is put upon play—history, theory, and place in education. Students have practice in presenting games and activities suitable for all grades of the elementary school, large and small playgrounds, different seasons, and various weather conditions.

(b) Two periods weekly in the gymnasium.

The principles of posture discussed in the class room are put into constant practice. The building up of the body and the acquiring of a fair degree of suppleness and endurance are gained by various types of exercises, tactics, folk dances, and a wide variety of games.

Physical Education II—Miss Houston

Four periods weekly for one quarter. Required of all Seniors in the General Normal Course.

Discussion centers about the use of commands, the selection of material and the methods of presenting it. In order to make Physical Education in the school room a practical problem, students plan and teach lessons involving such elements as story plays, rhythmic action, marching, setting up exercises, folk dances and games suitable to each elementary grade. This correlates with the teaching in the School of Practice.

Magazine reviews covering the varied phases of the work and attention to legislative measures throughout the country keep the students informed as to the scope and the increasing importance of Physical Education.

Total Requirement.....120 periods

TRAINING DEPARTMENT

Miss Bacon, *Superintendent of Teaching*

The efficiency of Normal School Training depends largely on the quality and quantity of the Practice School experience. Formerly the School of Practice, which always has been an integral part of the city system, was the one school for student-teaching, but with the increase of attendance, the Kindergarten and ten elementary grades of School 38, one of the public schools of the city, have been added for training opportunities. Every student is required to teach in both of these schools before graduation, thus giving the student-teacher an opportunity to find and to adjust himself to quite different conditions which the two schools present. We believe such a training should prove to be of the utmost value for both the graduate and the State at large.

The Training Department aims to have the student-teachers realize in a very concrete way that in the final analysis of any line of work carried on in the Normal School it is all for the child, and to have them pledge themselves ever to have in mind the children in all their study and work during the training period. Therefore the best possible education for boys and girls who are pupils in the Training Department is sought for through the best in curriculum and in critic teacher who has direct charge of the children. The standard is to hold the child not in sub-consciousness, but in consciousness in all work and supervision.

Unity between the theories and methods of instruction taught in other departments of the school, and of the practices of the training school is brought about through observation, demonstration lessons, and conferences.

On the successful completion of the Normal and training work very desirable positions are often secured through the school both at the time of graduation and after successful experience but no guarantee can be given that such will be the outcome.

METHODS IN MANUAL TRAINING

Mr. Robert Woellner

This course is especially designed for students of the Elementary Teachers' Course who wish to acquaint themselves with Industrial Arts instruction. A fundamental experience in school shop processes will be given. Each tool is used enough to enable the student to gain confidence in using it, through the making of projects. Class room discussions and lectures include (a) organization of the manual arts in different kinds and grades of schools; (b) study of courses of instruction; (c) study and planning equipment to meet given conditions.

Elective for girls. Required for boys.....160 periods

HEALTH EDUCATION

Carol Cotton

As the result of recent state legislation, health education was introduced into the school this year. In educating the future teachers of the country in fundamentals of hygiene and preventive measures lies the greatest hope of improving the physical condition of the children.

Students are given physical examinations upon entering and again at the end of the year, to determine their physical fitness for becoming teachers. This year, lectures have been given to the seniors in preventive medicine, child welfare, and school medical inspection. The course eventually will also comprise work in anthropometry, dispensaries, hygiene, public health and school nursing, first aid, social service, and tuberculosis.

THE SCHOOL LIBRARY

Miss Viele, Librarian

The school library occupies three rooms—a large well-lighted reading-room, a stack-room and the librarian's office, which serves also as a class room for the Library Practice class.

One end of the reading-room is fitted up with facilities for reference work, with standard reference books, bound magazines, and periodical indexes. In the "browsing corner" opposite are current numbers of the leading literary and pedagogical magazines. The tables which fill the main part of the room are arranged for the temporary assembling of books in use by special classes.

The library contains between seven and eight thousand books, several thousand pamphlets, and a large collection of pictures, mounted, classified, and conveniently filed, which may be borrowed by students for use in their teaching or other work.

The usefulness of the library is increased through a series of lessons by the librarian on "How to use reference books," "The arrangement of books in a library." "The card catalog," "The care and the use of books," and other kindred subjects. During the regular two-year course, each student receives eight of these lessons.

A more intimate knowledge of the resources of the library and some acquaintance with the essentials of school library administration are acquired by those students whose general standing warrants their being assigned to the Library Practice class for a quarter of their senior year, as part of their regular practice work.

In addition to the various library lessons, occasional talks are given by the librarian on literary topics of current interest.

KINDERGARTEN DEPARTMENT

Miss Cassety, *Head* Miss Dixson, *Assistant*

The fundamental requisites of a good Kindergartner are sympathetic insight into the nature of the child, a thorough knowledge of the Kinder-

garten instrumentalities, games, songs, stories, gifts and occupations. The Kindergarten course, therefore, aims to give this knowledge to the students by means of observation of children, by the reading of child study literature, by actual work with the child and by special reports and discussions.

The technique of the Kindergarten is learned through the handling of the materials, model lessons, the study of nursery toys and games, and by leading them to see how these plays may be made more educational by the use of the gifts and occupations.

Candidates for the Kindergarten course must have a reasonable knowledge of music, both in voice and piano, to enable them to meet the requirements of a good Kindergartner and we reserve the right to eliminate those who cannot meet these requirements. It is highly important also that candidates enter at the beginning of the work since the Kindergarten subjects proper are continuous from September to June.

Mother Play

Miss Cassety

A study of Mottoes and Commentaries of Froebel's Mother Plays—showing the principles upon which the Kindergarten work is based.

This course deals with Froebel's Philosophy and Principles of Education and gives a thorough understanding of child life and development. It is correlated with the program work.

Two periods per week, forty weeks.....80 periods

Kindergarten Gifts

Miss Smith

A study of Froebel's aim in creating the Kindergarten Gifts and of the theories and principles upon which work with them is based: a critical examination of the Gifts to see how they fulfill the purpose for which they are intended and practical use of them in class lessons.

Two periods thirty weeks.....60 periods

Froebelian Occupation

Miss Dixson Mr. Robert Woellner

Presentation of traditional Froebelian occupations, teaching of perforating, sewing, drawing, weaving, free tearing, free cutting, paper folding, and cardboard modeling.

Clay modeling and sand table work is taught with this course. A large amount of handwork is required and practical application of the same is discussed in detail.

This work is followed by a course in toymaking in the manual training department. Here the students are taught the use of tools, materials, simple construction and applied design in toymaking.

The Practice Dining-room

The Cafeteria

The Senior Kitchen—Household Arts Department

The course is so arranged that at its completion the students will have a collection of patterns, toys and other articles that will be of great value to them in the teaching work.

Two periods per week, twenty weeks.....40 periods

Songs and Music

Miss Dixson

General knowledge of music applicable in Kindergarten work. A study of the proper method of presenting songs to children. Practical work in teaching of songs under criticism.

Training of voice, proper pronunciation, correction of wrong habits of speech and voice placing.

Appreciation and interpretation of good music for children.

Two periods per week, twenty weeks.....40 periods

Games

Miss Dixon

Study of games from the genetic standpoint, beginning with the instinctive activities in which they originate, tracing their development from the informal game on to the more highly organized and artistic traditional and dance forms.

Study of theory of play, presenting of games, practice in the construction of games for children and individual presentation of games.

Two periods per week, forty weeks.....80 periods

Principles of Education

Miss Cassety

Special reference to the life and writings of Froebel. A comprehensive study of the education of young children from the time of Commenius to the present time of Montessori showing the influence of great educators upon the present Kindergarten systems.

Two periods per week, thirty weeks.....60 periods

Program of Kindergarten Procedure

Miss Cassety

The purpose of this course is to familiarize students with the evolution of the Kindergarten and to obtain therefrom a body of principles for the guidance of educational procedure in the Kindergarten.

Students are required to make programs, write lesson plans for each subject taught. Programs used in City schools are criticised and discussed in class.

Two periods per week, thirty weeks.....60 periods

Literature in the Kindergarten

Miss Smith

This course follows the preparatory courses in English and forensics of the junior year and consists of a study of the educational values of the story to the child of kindergarten age. It aims to make the student familiar with the principles underlying the selection of stories, the distinguishing marks of good literature as found in the best stories for children, the analysis of the short story and the art of story telling. A study is made of the history of fairy tales, sources of material and story lists and bibliographies are compiled.

Two periods a week, forty weeks.....80 periods

Observation and Practice

The observation is begun in the Junior year. Students are required to observe the work in the Normal School and to report upon the same to th critic teacher. Each student is assigned all day observation in at least four of the city schools during the year and is required to make a written report for class discussion.

The practice teaching is a most important part of the senior year. This is done in the Normal School and in the public schools and settlements of the city.

The teaching work is done under the supervision of the Principal of the Normal School Kindergarten and the directors of the city kindergartens where the appointments are made.

The teaching work is done in the morning throughout the entire year, making an average of thirty-eight weeks of actual work with children.

HOUSEHOLD ARTS DEPARTMENT

Myrtle Viola Caudell. *Head*

Georgina E. Chamot Elizabeth L. Bishop (Science)
Alice A. Brigham Mildred Sipp Frances Vinton Ward (Mrs.)

Recognition of recent scientific developments and their application to home and community problems, has placed the study of Household Arts today in the front ranks of public interest and attention.

The educational value of such a course of study, especially in this reconstruction period, as a preparation for a life of large usefulness, cannot be over estimated. New avenues of service, for well trained workers in vocational fields, are opening to women, and more attention is being given each year to the special training of teachers to cope with vocational interests. The number of teachers, preparing to meet the needs of the departments of household arts instruction in Elementary and High Schools, does not fill the present demand.

These facts should attract any prospective student who possesses good health and has a distinct and natural inclination toward home interests, a willingness to develop her skill of manipulation and a real desire to

pursue the sciences pertaining to home making and to the teaching of household arts subjects.

The Household Arts Department offers opportunity, with adequate equipment, for the several branches of study.

On completion of this course the state provides a license for students to teach Household Arts subjects in the elementary schools, in community centers, in hospitals, in vocational schools of home making, or to act as assistant teachers in higher institutions.

The Household Arts curriculum consists of the following required subjects arranged in a three-year course of study:

Freshman Year

First half year—	*Second half year—*
Clothing I	Cookery II
Physiology	Physical Training
Chemistry—Elementary	Psychology I and II
Cookery I	Chemistry—Household
Cookery 1-a—Food manufacture	Design I—Elementary
Chemistry—Organic	Textiles
Clothing I-a	Biology

Junior Year

Cookery III—Home cooking and table service	Chemistry—Physiological
English II	Home Management
Education I and II	Laundry
Household Arithmetic	Cookery IV—Institutional
Clothing II—Dressmaking	Cafeteria practice
Design II—Costume	English I-b
	Home Nursing

Senior Year

Clothing III—Dressmaking	Clothing IV—Tailoring and Draping
Cookery V—Demonstration	Design III—House decoration
Methods in Household Arts	Clothing V—Millinery
Critic Teaching in H. A.	Cookery V—continued
Dietetics	

Courses in Physiology, Physical Training, Psychology, Education, English, Design, Home Nursing, Household Arithmetic and House Construction are described under their respective departmental heads.

Freshman Year

Clothing I

The purpose of this course is:

(a) To develop skill in hand and machine work.

(b) To perfect the technical processes by working on hospital and Red Cross garments, personal wearing apparel and articles needed for school use.

(c) To learn how to repair and remodel garments and thus develop resourcefulness and initiative.

(d) To learn use of simple drafts and also of commercial patterns.

Fifteen periods per week, for ten weeks.....150 periods

Chemistry (Elementary)

A condensed course in general chemistry covering the essentials of chemical theory and laboratory manipulation. Elements and compounds are selected for study which illustrate the primary facts and principles, with a view to furnishing a sound foundation for later courses in applied chemistry.

Fifteen periods per week, for fifteen weeks.....225 periods

Cookery I and II

The course includes development of the principles of food preparation. Attention is called to the relative food value and cost of different food materials, and to the care of food in the home. Laboratory technique is especially emphasized in this introductory course.

Fifteen periods per week, for twenty weeks.....300 periods

Cookery I-a—Food Manufacture—

The course includes a study of the methods of food manufacture and of food control. Trips are taken to several of the large food manufacturing firms of the city. The subject matter is based on material contained in Vulte's Food Industries and Sherman's Food Products.

Three periods per week, for ten weeks.....30 periods

Chemistry (Organic)

A brief survey of such organic compounds as function in the courses in foods and nutrition. Saturated and unsaturated hydrocarbons of the alipathic and aromatic series. Hydrocarbon derivatives such as alcohols, aldehydes, acids. Carbohydrate structure. Esters and their relation to fat structure. Amines, amides, amino acids and their relation to protein structure. Nitrogen excretion compounds.

Five periods per week, for five weeks.....25 periods

Clothing I-a

Includes handwork of all types; embroidery, knitting, crocheting, etc. Embroidery stitches applied to household linens.

The making of trimmings for underwear and outer garments.

Ten periods per week, for five weeks.....50 periods

Chemistry—Household and Food

This course correlates with Freshman Cookery and is designed to give the student a practical chemical foundation for her work in cookery and housewifery. It includes a study of fuels as to source, composition, relative efficiency, products of combustion; household metals, their properties and care; water for drinking and washing purposes; cleansing agents; proteins, carbohydrates and fats as to composition, behavior with heat, reactions, and applications to foods such as milk, meat, cereals, eggs, beverages, leavens.

Fifteen periods per week, for fifteen weeks.....225 periods

Textiles

The aim of this course is to gain a knowledge of textiles and textile fibers in order to be able to select materials wisely and economically.

The course includes:

(a) A study of textile industries.

(b) The uses, tests, properties, weave analysis and identification of fabrics, illustrated by the preparation of a set of textile cards.

Five periods per week, for ten weeks.....50 periods

Microbiology

A brief course aiming (a) to apply the principles governing the life activities of plant and animal cells to common micro-organisms such as molds, yeasts and bacteria; and (b) to give a broad, rather than an intensive survey of micro-organisms in their relation to the general welfare. Typical members of each group are studied as to structure, habitat, habits, life history, hosts and effect of growth of the micro-organism on the host, useful and harmful aspects. Application is made in papers and discussions involving the relations of bacteria to soil, water, air, food; sewage, garbage and refuse disposal; school, community and military sanitation; industries dependent wholly or in part upon bacterial action, etc.

Fifteen periods per week, for five weeks.....75 periods

Junior Year

Cookery III—Home Cookery and Table Service

The aim of this course is two-fold:

(1) To teach the planning, preparation and serving of meals for various occasions.

(2) To teach as much of normal nutrition as is necessary to plan meals.

Eighteen periods per week, for ten weeks.....180 periods

Clothing II—Dressmaking

This course is not only planned to give the students better technique but also to apply the principles and designs gained in Design I. Another important factor is the study of the wise expenditure and division of income for clothing. Accurate account of time spent on work and cost of all dresses is kept. Students in this course are required to make (a) Wool garment for social service work, renovation included (b) Simple wool dress.

Fifteen periods per week, for ten weeks.....150 periods

House Construction

This course is intended to give the students a knowledge of those conditions which make a building site desirable for a home. It also aims to make clear the principles of construction used in the different types of dwellings.

These principles are made concrete by the building of a model house in class.

The plumbing, heating and lighting of a building are discussed to such an extent that the student recognizes good or poor work when she sees it.

Five periods per week, for ten weeks.....50 periods

Chemistry—Physiological

This course aims to give the student a working knowledge of the normal bio-chemical activities of the human body with direct reference to the subsequent study of dietetics. It is primarily a laboratory course supplemented by lectures, reference reading, and discussions. Study is made of typical cells and tissues to determine their composition and needs; of a typical food; milk; and its possibilities for supplying those needs; of the modifications of foods in digestion and absorption; how the modified foods are carried in the blood and used by the tissues; what wastes are formed and how they are removed.

Fifteen periods per week, for ten weeks.....150 periods

Home Management

A study of household activities and their organization, applying scientific and economic principles to the problems of the modern home-maker. The following topics are considered in lecture, discussion and laboratory periods: Care of the house; comforts and conveniences for the family; care of children and invalids; estimation and division of the income; analysis of expenditures for food, shelter, clothing, operating expenses and social life; marketing; apportionment of time and labor

in household service; effect of outside activities such as church, school or civic interests, on home life, ideals and child-training.

Five periods per week, for ten weeks.....50 periods

Laundry

This course deals with the history of laundering and modern laundry problems as related to the home and community. It includes a study of movable and fixed laundry equipment for home or school and a trip to a commercial laundry to observe modern institutional equipment and processes. Laundry chemistry is reviewed in considering the kinds of water, soaps, blues, starches, cleansers and stain removers employed and their effects on silk, wool, cotton and linen. Laboratory practice is given in the renovation processes and the laundering of bed, table and body linen, colored garments, woolen blankets and sweaters, silks, laces, embroideries, curtains and children's clothes.

Six periods per week, for ten weeks.....60 periods

Cookery IV—Institutional

A course intended to prepare students for the oversight of school lunch-rooms and to give practice in large quantity cookery and serving. Problems studied are marketing, buying in large quantities, comparative costs of various foods, fuels and cleansing materials, menu making, waste and conservation.

Eighteen periods per week, for ten weeks.....180 periods

SENIOR YEAR

Clothing III—Dressmaking

In this course the more advanced problems are discussed with emphasis on fitting, finishes, hand trimmings and the handling of more delicate fabrics. Students are required to make:

(a) Silk afternoon dress

(b) Silk waist

Fifteen periods per week, for ten weeks.....150 periods

Methods

This course is planned to apply the general educational principles to the teaching of Household Arts. Emphasis is laid upon the function of Household Arts classes in the elementary and Junior High schools. The necessity of well-planned courses of study, illustrative material, lesson plans and other phases of class management are included. In connection with the course, practice teaching, conferences and observations are required.

Three periods per week for one year

Critic Teaching in Foods, Clothing and Textiles

Purpose of this work is to give practice to seniors in class management and in the various phases in technique in Housedold Arts work.

Lesson plans are required and definite supervision and criticism given.

Definite observation and assistance in the schools of the city and social settlement centers are required as well as practice in advising families concerning home problems under the direction of Charity Organization Society and Child Welfare Bureau.

Clothing IV—Tailoring and Draping

Students in this course have more advanced training which they as teachers need, beyond the material which they will be called upon to teach. They study the factors determining style and cost of production while working on practical problems. Students in this course are required to make (a) Tailored coat or suit of wool; (b) Tight fitted lining and draping materials on forms, to encourage original thought in actual dress construction.

Cookery V—Demonstration

This course aims to give practice in demonstrating and public speaking; to review the principles and the theory of cookery and to present the possibilities of home demonstration work as a vocation. For students who become proficient, opportunities for field work in co-operation with organized agencies will be afforded.

Six periods per week, for ten weeks.....60 periods

Dietetics

This course reviews the food principles and emphasizes the functions of food in the body. Topics for special study are as follows: Body processes and effects of normal metabolism; importance of ash constituents and vitamines in the dietary; the food budget and the effect upon the dietary; infant feeding and child development; modification of milk for infant and invalid. Laboratory practice is given in food measurement and preparation of rations for individuals and families at various costs, considering food requirements under varying conditions. Last ten lessons devoted to a study of pathogenic feeding and preparation of special diets.

Eighteen periods per week, for ten weeks.....180 periods

Clothing V—Millinery

This course is planned to give students a knowledge not only of designing, making and trimming hats, but also a sense of suitability and good taste applied to the choice of head gear. It also prepares the student technically to meet the needs of a community in which she is to teach.

Nine periods per week, for ten weeks.....90 periods

The Gymnasium

The Printing Shop

A View of the Assembly Hall

General Normal Courses in Household Arts

General Normal Cookery

This course attempts to create a sympathetic interest in the nutritional needs of growing children. The diet of the under-nourished child receives attention, as well as that of the normal child.

The laboratory practice gives opportunity for concrete demonstration through the preparation of meals suitable for use at home or school.

Uniform: Same as for Household Arts students in cookery classes (see page ———) except that a plain dark skirt is permissible.

Eight periods per week for ten weeks.....80 periods

General Normal Sewing

Includes the study of the fundamental principles of sewing, both hand and machine work.

The aims of the course are:

(a) To attain a certain skill and ability in order that they may be able to assist supervisors in elementary sewing.

(b) To study the four important textile fibers and gain an appreciation of good material.

(c) To study the construction of simple garments. Articles made are based on needs of the individual, the family or the community.

Four periods per week, for twenty weeks.....80 periods

Uniform for Cookery Classes

All students are required to appear in full uniform for classes in food preparation and laundry. This consists of:

(1) One plain white skirt and underskirt of washable material.

(2) One tailored waist of cotton or linen with plain flat collar.

(3) One long white apron of uniform pattern. One apron is usually made in clothing class but must be approved by instructor.

(4) One eighteen-inch square of huck toweling with loop of tape at corner.

(5) One white canton flannel holder six inches square attached to three-quarters of a yard of white tape.

(6) Black or white shoes with rubber heels.

(7) Absence of all jewelry, except wrist watches, during laboratory sessions.

All parts of uniform must be labeled with full name. It will be necessary for students to provide a sufficient number of uniforms to appear immaculate at all laboratory sessions. Hair nets are suggested.

GENERAL INFORMATION REGARDING THE TRAINING OF TEACHERS FOR INDUSTRIAL SCHOOLS

Recent events of tremendous import have served to emphasize the need for vocational education. When, in February, 1917, the United States Congress passed, and the President approved, the Smith-Hughes Act, for the promotion of vocational education, this nation placed itself clearly on record as favoring the introduction of industrial training into the school system of every state. The present period will witness a significant development in the field of trade education. Generous grants of State and Federal moneys are already available, and plans aiming at the training of young persons to serve as skilled mechanics are being organized.

The demand for competent teachers is very great, as a resultant of the rapid development of new schools. To meet this need the State has organized teacher-training courses for the preparation, chiefly at night, of properly qualified men and women drawn from the trades and from the industrial occupations. Only persons with good preliminary training, broad practical experience and excellent personality can hope to achieve success as teachers. To such the State offers without charge a two year evening teacher-training course leading to a diploma and license to teach a specific trade or industrial subject in the schools of the commonwealth.

Every application for admission will be scrutinized with the greatest care. Applicants are required to present themselves for interview before being admitted and to submit proof of trade and educational qualification. Regular attendance, satisfactory attainment and a proper professional attitude are expected.

On application candidates for admission will be supplied with a blank form which must be made out in duplicate, signed by the candidate, and returned not less than two weeks in advance of the opening of the night School. Applicants may be asked to appear for a personal interview.

ADMISSION, ATTENDANCE AND LICENSE

1. Length of Course

This evening course will be two years in length, sixty nights a year.

2. Requirements for Admission

No person will be admitted to this course who does not satisfy the State authorities that he, or she, possesses the following qualifications:

Age—Men, preferably not less than twenty-three or more than thirty-eight years of age. Women, preferably not less than twenty-one or more than thirty-five years of age.

Education—Applicants must present evidence of graduation from grammar school, or the equivalent.

Experience—For men the minimum trade experience required at entrance is six years' practical contact with the trade for which a license to teach is desired, of which not more than three years shall have been as an apprentice or in work less than journeyman's grade. For women four years of trade experience is required as a minimum, of which not more than one shall have been as an apprentice or learner. It is supposed that students will continue to work at the trade which they are preparing to teach the entire time they are making this teacher-training course.

Health—Applicants must present evidence of good health and satisfactory physical condition.

Personal Qualifications—Candidates for admission to this course must appear for interview before they can be accepted, and show evidence of personal qualification necessary to success in this type of teaching.

3. *Diploma and License.*

The graduates of this course will be granted a State diploma, and license, which will allow them to teach the trade for which the license is granted in the day or evening industrial schools of the State of New York.

COURSE OF STUDY

First Year

1. Theory, Principles and Problems of Vocational Education.
   25 single periods—40 minutes each.
2. Methods and Mechanics of Teaching Industrial Subjects.
   25 single periods—40 minutes each.
3. Study and Analysis of Trades. Organization of Courses of Study.
   50 double periods—80 minutes each.
4. Observation of Classes.
   10 double periods—80 minutes each.

Second Year

5. Psyschology and Education.
   20 single periods—40 minutes each.
6. Materials, Equipment and Shop Records.
   20 single periods—40 minutes each.
7. Practice Teaching.
   30 double periods—80 minutes each.
8. History of Industrial Education.
   20 single periods—40 minutes each.
9. Individual and General Criticism of Practice Teaching.
   10 double periods—80 minutes each.

SUPPLEMENTARY WORK

Supplementary shop courses, or courses in general education may be required in the case of any student whose previous trade experience or general education seems to be inadequate.

DESCRIPTION OF SUBJECTS

1. Theory, Principles and Problems of Vocational Education.

Social reasons for vocational education; vocational education in a democracy; relation to community needs; relation to industry; relation to general education. Types of schools and terms related to the subject defined: (a) state-aided schools and classes—evening vocational schools, general continuation schools, continuation schools of the trade extension type, general industrial schools, trade schools, trade preparatory schools, co-operative courses, junior high schools, short unit courses. (b) Non-aided schools and classes—manual training, domestic science, industrial arts, household arts, practical arts, manual training high schools, technical high schools, corporation schools, evening trade preparatory classes, prevocational schools.

New York State Vocational Education Law; Smith-Hughes Act; jurisdiction and work of Federal, State and local agencies of organization and direction; general requirements governing state-aided vocational schools.

Trade unions; employers' associations trade agreements; advisory boards; advisory committees.

Vocational education surveys; placement and follow-up work; cost of vocational education; product work.

2. Methods and Mechanics of Teaching Industrial Subjects.

The lesson; steps in the lesson; lesson planning; methods of instruction; theory and practice; training for deferred and immediate values.

The shop talk; demonstrations; questioning; project work and interest; showing and telling; individual and group instruction; teaching pupils to be self-helpful; habit formation; development of industrial intelligence.

Class management; discipline; fire drills; attendance; getting out and putting away materials; grading student accomplishment.

Lighting; ventilation; student posture; shop hygiene; first aid; health and habits of students; student recreation.

Professional attitude of the teacher to his work; health and habits of the teacher; trade magazines; literature of vocational education; shop inspection trips.

3. Study and Analysis of Trades, Organization of Courses of Study.

Students divided into groups according to trades; units, separate or related, which make up a trade; study of fundamental processes involved in a trade including hand and machine operations: determination of

sequence of difficulty of fundamental operations; charting results of study and analysis to show (1) relation of fundamental operations to each other; (2) skill required in processes involving fundamental operations; and (3) special industrial intelligence, or information, needed by the trained worker including related problems in mathematics, science and drawing.

Study of types of commerical work, or projects involving use of fundamental processes, routing of work to develop skill and industrial intelligence.

Charting results of study of types of commercial work, or projects, to show a complete sequence required for the development of skill and industrial intelligence.

Formulation of courses of study through making of shop sketches and complete working drawings of the commerical products or projects (type jobs) selected for the course.

The study and analysis of the various trades is made from the standpoint of the discovery and obviation of instructional difficulties.

4. Observation of Classes.

Observation for as many periods as is found practicable of the work of day trade preparatory or evening trade extension classes; observation to be made under the direction and with the conduct of a supervisor; written reports and round table discussions of work of classes observed; observation required for at least the time equivalent of ten double periods of eighty minutes each.

5. Psychology and Education.

Meaning and value of education; aims of education; general facts and laws relating to the individual; methods and results of education; physical and mental characteristics of importance in trade education.

6. Materials, Equipment and Shop Records.

Study of equipment of shops in local schools and schools publishing reports; catalogues and literature relating to equipment; essentials of good shop organization; shop layouts; motive power; tool rooms; supply rooms; provision for storing finished and unfinshed product; equipment inventory; care of equipment; safety devices.

Study of catalogues and literature relating to purchase of materials; economic methods of purchasing materials; checking of supplies; supply records and inventories; estimating materials needed for the year; requisitions.

Class attendance and statistics; stock cards; time cards; job cards; follow-up records.

7. Practice Teaching.

Every candidate for a diploma must do practice teaching for at least thirty double periods in day or evening schools. It is required that lesson plans be prepared in advance and submitted to the supervisor of

practice teaching for criticism and suggestion. Special conferences and round table discussions will be held at regular intervals. No license to teach can be granted to any student who fails to attain the high standard of proficiency in this work which is demanded by the State Education Department.

8. History of Industrial Education.

Guild and mediaeval education; relation of the industrial revolution to need for industrial education; industrial education in Western Europe during last fifty years.

Development of industrial education in the United States: evening schools, technical schools, manual training, trade schools, trade preparatory schools, part time and co-operative plan, apprenticeship and corporation schools, secondary technical schools, technical high schools.

9. Individual and General Criticism of Practice Teaching.

The practice teaching will be controlled and improved by means of individual and general criticism; problems of method, development, lesson content and discipline, as they arise in connection with the practice teaching, will be discussed; lesson plans will be criticised and individual attainment will be measured.

EXTENSION CLASSES AT ROCHESTER, N. Y.

Requests for information concerning the Evening Courses for the Training of Teachers for Industrial Schools which are conducted in the City of Rochester should be made to

THE DIRECTOR OF INDUSTRIAL EDUCATION
Washington Junior High School
Clifford Street
Rochester, N. Y.

KINDS OF TRADE OR TECHNICAL TEACHERS NEEDED

There is a demand for instructors to teach the following trades or technical subjects in day and evening industrial schools:

Machine Shop
Printing-Composition
Printing-Press Work
Sheet Metal Work
Electrical Wiring
Electrical Construction
Pattern Making
Plumbing
Mechanical Drawing
Architectural Drawing
Automobile Repairing
Carpentry
Painting and Decorating
Sign Painting
Lithography
Oxy-Acetylene Welding
Cabinet Making
Cooking
Millinery
Dressmaking
Embroidery
Power Machine Operating

STATISTICAL SUMMARY OF REGISTRATION

Elementary Teachers' Curriculum (General Normal)

Graduating in January and June, 1919	131	
Graduating in January and June, 1920	63	
Graduating in January, 1921	12	
Total in Elementary Teachers' Curriculum		206

Primary-Kindergarten Curriculum

Graduating in January and June, 1919	10	
Total graduating in Kindergarten-Primary Curriculum		10

Kindergarten Curriculum

Graduating in January and June, 1919	24	
Graduating in June, 1920	15	
Total in Kindergarten Curriculum		39

Household Arts Curriculum

Graduating in June, 1919	21	
Graduating in June, 1920	13	
Graduating in June, 1921	24	
Total in Household Arts Curriculum		58

Vocational Training Curriculum

Special Teacher Training Group (Saturday)	18	
Graduating in June, 1919	36	
Graduating in June, 1920	36	
Total in Vocational Training Curriculum		90

Rochester Vocational Group

Graduating in June, 1919	21	
Graduating in June, 1920	21	
Total in Rochester Vocational Group		42
Total in all Normal Training Curricula		445

Total registration in all Training Courses	445	
Total registration in Practice Department	374	
Total registration in Practice Department No. 38	478	
Complete total		1,297
Total number of graduates to date, including January, 1919		4,455

WAR WORK ACTIVITIES, 1917-1918

First Liberty Loan	$ 5,950.00
Second Liberty Loan	10,400.00
Third Liberty Loan	9,800.00
First Red Cross Campaign	348.20
Second Red Cross Campaign	502.15
Y. M. C. A.	84.00
Y. W. C. A.	55.05
Knights of Columbus	29.05
W. S. S. (to June, 1918)	823.31
Fosdick Commission	30.50
Hospitals Beds:	
Five Complete Beds ($50.00 each)	250.00
Toward Bed	41.90
Belgian Relief—cash	290.45
Xmas Boxes:	
Six Complete boxes	
Cash	117.99
Red Cross Seals	76.00
First Aid—Cash Contributions	18.50
Knitting:	
Cash	130.00
Materials for making (Garments)	32
Articles made	893
Surgical Dressings:	
Hours spent	6,248
4x4 Compresses made	1,308
Tampons made	18,350
Hospital Garments	102
Refugee Garments	35
4 complete outfits.	

In Winter

The Principal's Residence

Canteen Service—Members	27
N. L. W. S.—Members	4
Use of one member's auto. Toward Motor Truck	5.00
Library Books	702
Comfort Bags	12
Clerical Work—Hours	60
Armenian Relief	5.00
Belgian Orphans' Adopted	2
French Orphan Adopted	1
United War Work Fund	$1,033.00

School has $700 in Liberty Bonds purchased by the students of 1917-1918, and given to the school.

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UNIVERSITY

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